

LANGUAGES OF LOVE



Dear State Board of Education:

Dale and I have 67 years of combined educational classroom experience. We know what is good for teens. Yes, we are still at it, still enjoy it and still benefit our 8th grade students. Our biggest question: "How can a student's academic potential be achieved if his emotional needs are not met?" The answer is simple; it can't. Filling students' emotional voids and building relationships are the necessary beginnings to insure that *The No Child Left Behind Act* will be successful.

Two years ago we experienced *The Five Love Languages* materials by Dr. Gary Chapman. As they confront the importance and identification of the emotional voids of each individual, we realized the power and its applicability to the classroom. We tried it, adapted it to the educational setting, introduced it to others and were extremely impressed with the results. What a difference when you "speak" the primary love language of a student. It affects the opportunity of addressing and filling emotional voids on an individual basis. This is too good to keep to ourselves!

We desire to share our ready-to-use strategies of *Languages of Love, Teacher to Teacher*, with as many educators as possible. Please refer to the attached sheet for a listing of our presentations to date.

This is the piece of the puzzle that all educators need as we continue to impact students emotionally and academically. Building and, unfortunately, repairing a student's emotional well-being is essential before academic potential can be met. Dale and I have the ready-to-use strategies, a responsibility and a heart-felt desire to share the concepts we have learned as well as the classroom appropriate materials we have created.. Why? They work!

Sincerely,

Nancy Schaaf

Dale Whipple

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PRESENTATIONS TO DATE

Presentations:

- Wexford/Missaukee ISD Area Wide In-Service, Cadillac, Michigan, October 9, 2002
- MAMSE Conference, Sault Ste. Marie, Michigan, March 13-14, 2003
- Ferris State University, Off-Campus Education, EDU 499/599, Traverse City, Michigan, April 23, 2003
- Grand Valley State University, Off-Campus Education, EDG 667-EDG 671, Petoskey, Michigan, June 25, 2003
- Grand Valley State University, EDG 635, Grand Rapids, Michigan, July 15, 2003

Presentations pending:

- MAHPERD Conference, Birmingham, Michigan, August 15, 2003
- Cadillac Heritage Christian School, Cadillac, Michigan, August 19, 2003
- UP Middle School Conference, Marquette, Michigan, October 10, 2003
- NCA Conference, Lansing, Michigan, October 14-15, 2003
- MASSW Conference, Grand Rapids, Michigan, October 16-18, 2003
- MEMSPA Conference, Traverse City, Michigan, October 23-24, 2003
- MCA Conference, Lansing, Michigan, October 26-28, 2003
- MEA Conference, Dearborn, Michigan, December 4-6, 2003

LANGUAGES OF LOVE



Dale Whipple*

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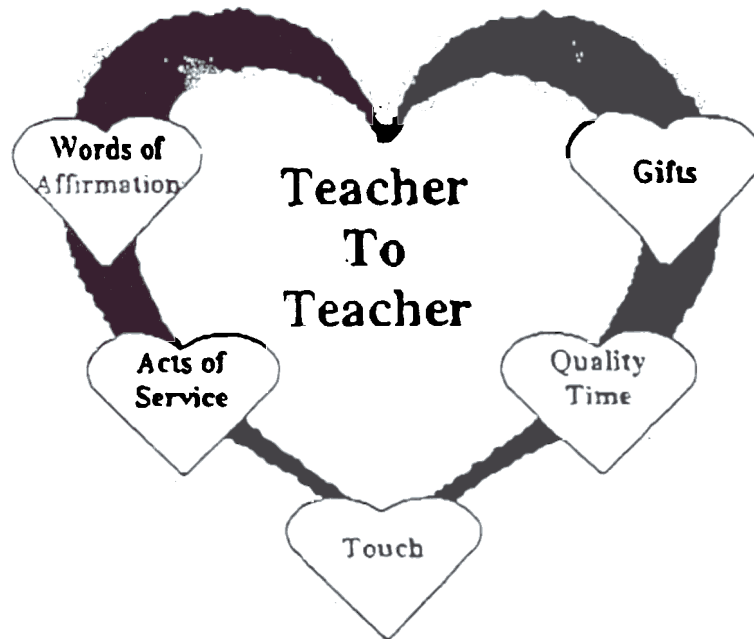
*Authorized presenter of
The Five Love Languages Workshop

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THE FIVE LOVE LANGUAGES*



PRINCIPLES:

1. I am doing some things right. I can discover them, feel good about them and keep up the good work!
2. I am doing some things by necessity, but I can, with minimal effort, reap added bonuses of a better attitude for myself and an acknowledged expression of love for each student.
3. Some things I am totally missing, but I can find out what they are, make a conscious choice as to what to do about them, and make the investment of time and energy needed for a guaranteed return.

GOALS:

1. To develop the ability to speak all five love languages.
2. To determine the primary love language of each student
3. To begin to fill each student's love tank.

IT'S A CHOICE:

With knowledge comes responsibility. Communicating in a language that speaks to each student is work, but work that is worth it!

© Languages of Love

* Adapted from concepts in:

The Five Love Languages of Teenagers by Dr. Gary Chapman, Northfield Publishing, (Division of Moody Press), April 2000.

The Five Love Languages of Children, Book and Video Pack, by Dr. Gary Chapman, co-authored with Ross Campbell, M.D., Northfield Publishing, (Division of Moody Press), June 1997.

The Five Love Languages: How to Express Heartfelt Commitment to Your Mate, Book and Video Pack by Dr. Gary Chapman, Northfield Publishing (Division of Moody Press), Chicago, 1992, 1995.

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LET'S GET STARTED!

The most confusing word in the English language is love

Focus: Love is an emotional need!

Dr. Ross Campbell, a psychiatrist who specializes in the treatment of adolescents says, "Inside every child there is an emotional

love tank

There is also a "love tank" inside every individual

It's not, Do teachers love their students, it's do the students feel loved!

There are 5

Each individual has a primary love language.

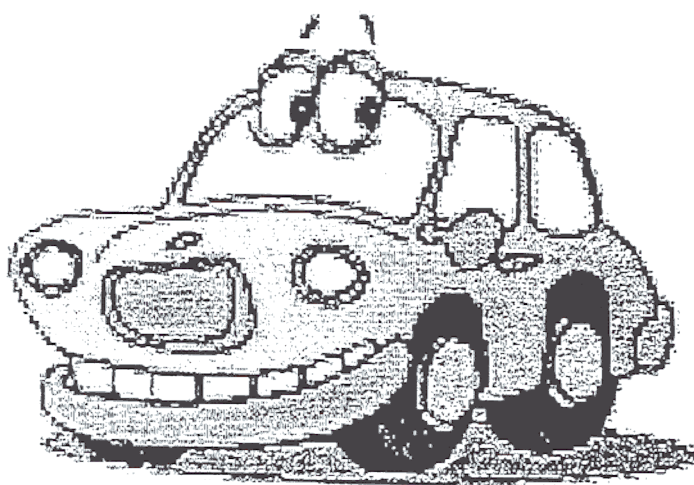
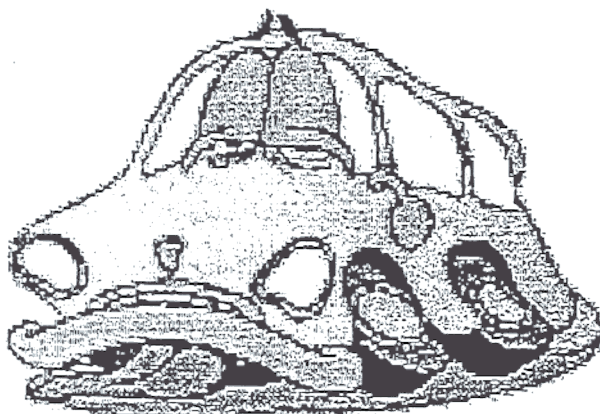
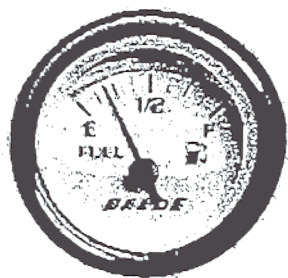
Do not assume that an individual gives and receives the same love language.

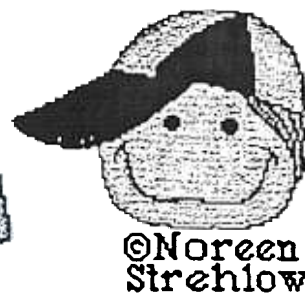
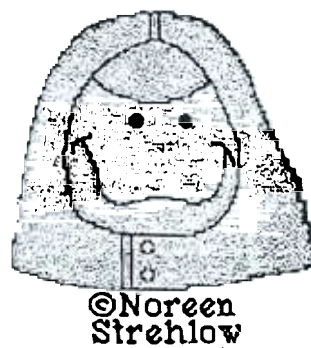
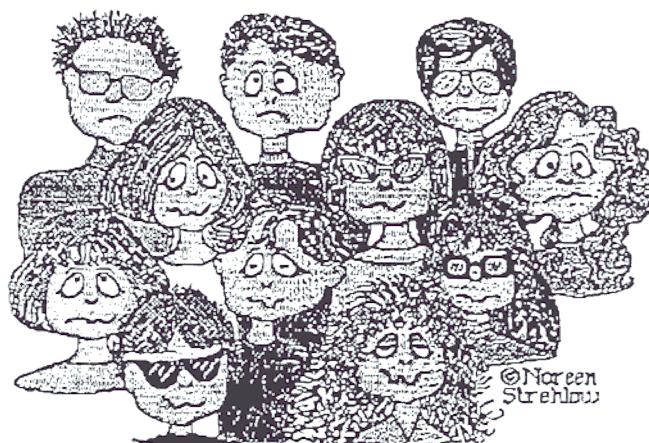
Class starts when discipline is under control

Reaching academic potential is possible when emotional voids are met.

BEGINNING PREMISES:

1. All students need all of the love languages. Just as a balanced diet requires food from each food group, so do students need love from each of the languages.
2. A student's primary love language is the language that speaks loudest to the child. Its results are quicker and deeper than the other languages.
3. A child whose love tank is empty may not respond in a positive manner at first, but should improve as expressions of love continue.
4. Teenagers may exhibit a shift in their primary love language, but remember this is an age of shifts, changes and general confusion.





ADOLESCENCE—THE TRANSITIONAL YEARS

- Adolescence is a transitional state from childhood to adulthood.

Adolescents are experiencing physiological, emotional, intellectual, spiritual and social changes.

- The adolescent seeks independence and self identity.

All individuals need to receive love in all five love languages. Teens are no exceptions.

- An individual's primary love language does not usually change from childhood to adolescence.
- Speaking each student's primary love language will speak more deeply and will more quickly fill his emotional love tank.
- The adolescent is no longer a child and cannot be handled as such.

Teachers need to learn new dialects for speaking with the adolescent.

THE FIVE LOVE LANGUAGES

"T-TAGS"



Quality **TIME**



TOUCH



Words of **AFFIRMATION**



GIFTS



Acts of **SERVICE**

QUALITY TIME

- Quality time is spending time with the student when the student feels that he or she is the most important to us.

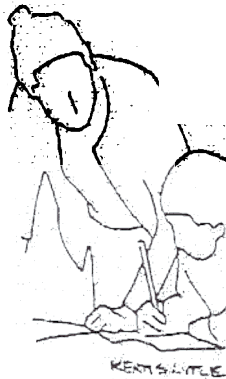
Without quality time, individuals begin to feel that everything else is more important than they are.

Scheduling for quality time is difficult in our busy demanding work day.

The activity is unimportant if the student has our attention.

The secret of quality time is eye contact

"Brad, let's work on this together."



"Thanks, Mrs. Stadden."

RULES

1. Quality time is focused attention, not simply being in close proximity to the student.
2. Eye contact with the student is essential.
3. She must feel your individual attention even if other people are around.
4. Listen actively to him. This means stopping any other activity and giving your full attention. If you can't stop for a few minutes say, "Could you wait just a minute? I really want to hear this."
5. Let the student finish without interrupting or interjecting. Often the student simply wants to talk it out.

EXAMPLES OF QUALITY TIME

You might:

Speak "with" a student not "at" a student.

Create environments for quality time: field trips, dances, "fun" nights, etc.

Convey to students that you are available when they need you.

Look a student in the eye and say, "Good morning" with a smile.

Focus on him when he is asking a question or answering one.

Have a spontaneous conversation about anything.

Ask follow-up questions about something she is telling you that shows you are interested.

Exchange expressions with eye contact.

Stop what you are doing and listen to her when she comes in.

Attend a special event a student is involved in.

Listen when he opens up about something that is bothering him.

Make a fuss over a special occasion: birthday, good grades, sports, recital, etc.

Take extra time to help a student catch up on assignments.

Ask her one question about the day's events that requires more than a "yes" or a "no" answer.

Speak to the student alone in the hall.

Allow students to be part of a decision making process.

Others:

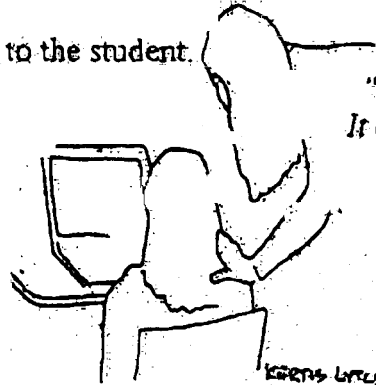
PHYSICAL TOUCH

- Every teen needs to hear the language of physical touch. If they don't hear it from parents and teachers, they will seek it elsewhere.
- As teachers, we must use caution when using physical touch with our students.
- The language of physical touch must be spoken at the appropriate time in an appropriate place and in an appropriate manner.
- Physical touch often happens instinctively and naturally.
- Physical touch does not require a special occasion or an excuse.
- Since it can be used unconditionally, physical touch is one of the easiest of the love languages to use.

Physical manipulation with a loving touch can direct attention and redirect misbehavior.

- A simple touch that may seem meaningless to the teacher, may seem priceless to the student.

*"Mrs. Schaaf,
does this look okay?"*



*"Beautiful job, Annie.
It couldn't look any better."*

RULES:

1. Along with the actual touch, eye contact is very important. Eye contact tells the student that you want to interact with her and helps communicate your message.
2. All children, regardless of age, need to be touched in appropriate, loving ways.
3. Be sure to use the touch in a manner that is not embarrassing to the student.
4. Physical touches can be in the form of play, nurturing and communication.

EXAMPLES OF PHYSICAL TOUCH

You might:

Shake a student's hand in the morning as he enters your classroom.

Give her a high-five for a job well done: quiz, test, recital, sports event, etc.

Give appropriate touch after a failure: failing a test, not making the team, death in the family, etc.

Place a hand on a student's back as you ask a question

Nudge him with an elbow or shoulder in a playful manner.

Tap a student on the back as you pass by his desk to remind him to get back on task.

Play a physical game with students: basketball, football, soccer, arm wrestling, etc.

Sit/kneel next to a student while helping her with her work.

Pat a student/player on the head as a way of saying, "Nice job!"

Place your hand on a student's shoulder as you say, "Good morning".

After a successful activity, have a team huddle.

Others:

WORDS OF AFFIRMATION

The tongue has the power of life and death."
(Proverbs 18:21).

Positive, encouraging words communicate love and
build up a student.

- Harsh, argumentative and condemning words can be devastating to a student whose primary love language is words of affirmation. They can make the student feel rejected and cause him to rebel. Words are important—so is the tone of voice.

- Praise focuses on positive behavior; affection focuses on the student. Praise efforts as well as successes.

Words of affirmation often speak louder when given in the presence of others.

A student keeps the benefits of affirming words for a lifetime.

*"I'm so proud of Jason.
Look at the excellent work
he has done."*



RULES

- Words of affirmation may be spoken, written, recorded, or involve simple hand motions.
- Give words of affirmation in a way that will not cause embarrassment to the student.
Be sincere and genuine. Mean what you say.
- You may have to "catch" the student being good at first, but eventually opportunities for affirmation will come more easily.